



22<sup>nd</sup> January 2021

## **Remote education provision: information for parents**

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

### **The remote curriculum: what is taught to pupils at home**

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

### **What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

For the first 24 hours of pupils being sent home, school will ensure every pupil has a device and a password to Microsoft Teams. The class channel will be utilised to set a series of task based activities which can be achieved independently. There will be two Live Meets led by the class teaching staff, one in the morning and one after lunch. The first 24 hours will allow the class teaching staff to prepare for live instruction and teaching to commence on the following day.

### **Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?**

We will teach the same curriculum remotely as we do in school. The curriculum delivery will match the same sequencing and progression of the Ash Grove Curriculum,

The timetable for remote learning will be the same for all children who are working remotely or who are present in school.

All children will receive the same level of teacher demonstrations and modelling if they are working remotely or present in school.

## Remote teaching and study time each day

### How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Reception	<p>Three live meets will take place each morning; Phonics and Literacy, Maths and Story Time and Catch up at the end of the morning. Each live meet will have a short follow up activity to be completed independently. The follow up activities will be set on Class Notebook and will be linked to each session. During the afternoon, there will be a range of suggested activities for children to complete with adult support. The Live Meets will be delivered for the classroom and will include all children either at home or present in school.</p> <p>This equates to a minimum of three hours of home learning per day.</p>
Key Stage 1	<p>A minimum of three 45 minute live lessons for English, Mathematics and Wider Curriculum subjects per day as well as a minimum of three follow up activities which are to be completed following the live lesson. Feedback will be provided on all independent work submitted by the end of the day. There will also be a series of independent tasks linked to key skills such as spelling, reading, arithmetic and PSHE. Bespoke intervention will also take place outside of the main live lessons and will run as Team Meets with small groups of children.</p>

	This equates to a provision of a minimum of 4 hours home learning per day.
Key Stage 2	<p>A minimum of three 45 minute live lessons for English, Mathematics and Wider Curriculum subjects per day as well as a minimum of three follow up activities which are to be completed following the live lesson. Feedback will be provided on all independent work submitted by the end of the day. There will also be a series of independent tasks linked to key skills such as spelling, reading, arithmetic and PSHE. Bespoke intervention will also take place outside of the main live lessons and will run as Team Meets with small groups of children.</p> <p>This equates to a provision of a minimum of 4 hours of home learning per day.</p>

## Accessing remote education

### How will my child access any online remote education you are providing?

All Children will access live lessons and independent set assignments through Microsoft Teams. In addition, log in details will be provided for TTRS, Spelling Shed and Purple Mash. Via Microsoft Teams, children will also access a range of additional apps and websites including Flip Grid, You Tube, Oak Academy, BBC Bitesize, NCETM materials, First News, Get Epic.

### If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

Ash Grove has a bank of 70 laptops and devices which are available for loan and will be distributed.

Free Data Cards from Vodafone are also available for delivery or collection.

Support staff and teaching staff will visit the home on request to support children to access their devices and home learning. Home Visits will be in accordance with our risk assessment and will be mutually agreed with parent and school.

Any child who does not have a safe space to learn remotely will be offered a place in school.

## **How will my child be taught remotely?**

We use a combination of the following approaches to teach pupils remotely:

Ash Grove will broadcast live lessons from each classroom throughout the day in accordance with a timetable which replicates the usual school day. Children working remotely will receive the same teacher instruction and explanation as those who are present in school. All subjects will be taught in the usual sequence in order to build on prior learning and will adhere to the Ash Grove Spiral Curriculum as outlined on our website.

Every morning, children will be asked to log on at 9.30am to join the first live call broadcast from the classroom. Children will be registered and then the first live lesson will begin. During the morning, the children will engage in two live lessons of approximately 45 minutes to an hour. During that time classroom discussion will also take place using the chat and hands up functionality, The live lesson will follow the same sequence as a usual lesson including clear explanations, scaffolding and feedback as well as opportunities to share their own ideas, reasoning and explanations.

Teacher will explain new ideas and will support children to link this to their prior learning. Peer interactions will take place during live lessons through break out rooms and supported discussions. Teachers will provide pupils with the opportunity to self and peer assess in order to promote motivation and improve outcomes based on self-regulation. This may include, shared writing opportunities, teacher and child modelling, in depth discussion and reasoning and maths, sharing models of good work, peer marking and feedback as well as quizzes to activate prior learning.

## Engagement and feedback

### **What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**

We expect all children to participate in all live lessons as if they were present in school. Independent activities will be carefully planned to ensure children can access the work remotely however during the timetabled independent activity sessions, staff will be on hand through the Class Channel to provide additional support either written commentary through the class chat or via additional live meets. Tasks will be set as assignments on Class Notebook which means children will be able to input their responses from any device. Printing Paper will be handed out on request and photographs of uploaded work are also acceptable.

The expectation is that independent activities are completed during the timescale set which will usually be in the half hour immediately following the live lesson. We welcome parental support and engagement for more practical tasks such as science investigations, DT or PE however, this is not mandatory.

Parents are actively encouraged to seek help through the Class Teams Channel if they feel their child needs support to complete the independent activity. Class teachers and support staff will be on hand to respond to concerns or worries.

If for any reason your child is unable to access the remote provision on a given day, for example if they are unwell, please notify the class teacher through the Teams Channel or contact school by email [admin@ashgrove.cheshire.sch.uk](mailto:admin@ashgrove.cheshire.sch.uk).

## **How will you check whether my child is engaging with their work and how will I be informed if there are concerns?**

Teachers will take a register each morning.

Pupil engagement will be monitored daily through questioning and responses during live sessions as well as through the Insights app on Microsoft Teams which shows a clear overview of when each child has accessed Teams and the level of engagement.

We will also check completed assignments after each independent session and written feedback will be provided.

If children do not engage with their work, teachers will request support from the Pastoral and Safeguarding Team who will follow up with a telephone call to parents, the offer of a device or a home visit to support digital access.

If the child continues to not engage, an offer of a place in school will be considered in accordance with DfE guidance.

## **How will you assess my child's work and progress?**

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

Written feedback will be given after the independent activity and once each assignment has been handed in on Microsoft Teams. The assignments will be digitally returned to the child with comments. Improvement, editing and corrections will be suggested and children will be encouraged to act on these comments.

Verbal feedback will be delivered through the Live Meets for example, planning opportunities to specifically address misconceptions in maths or using shared write lessons in English to support whole class feedback.

Prior learning will be activated through a range of retrieval strategies already embedded within pedagogy and practise; for example, mind maps, concept maps, word aware models, quizzes, reflection on previous lessons and learning. Multiple reviews will take place between the classroom practitioner and the children. Children will also be encouraged to reflect on their work and consider strategies which they can use if they get stuck. Teaching staff will be on hand throughout via the Class Teams Channel throughout the school, day and will respond to all queries or encourage children to make use of taught strategies for self-improvement.

## **Additional support for pupils with particular needs**

### **How will you work with me to help my child who needs additional support from adults at home to access remote education?**

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

SEND – all pupils with an EHCP (9 children) or an SEN Support plan (approximately 30 children) have been offered a place in school and the majority are attending.

For those who have chosen to remain at home, they will receive bespoke interventions including small group live meets, 1:1 reading in a live session, as well as customised independent activities.

All interventions and activities will be planned and delivered every day and will be bespoke to their own targets and plans as if the children were in school. Highly skilled support staff who know the children and who would usually work closely with them in school, will deliver the programme of education and all work will be planned in collaboration with the class teacher.

## **Remote education for self-isolating pupils**

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

### **If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

The provision for self-isolating children will be exactly the same as outlined above unless the child is symptomatic and therefore not well enough to access their learning.